

San José State University
Humanities Department
HUM 190 – Sec. 2
Senior Seminar in the Humanities
Fall 2020

Professor:	Todd Perreira ทอดด์ เปอร์เรีรา
Office Location:	Virtual
Telephone/Voice Mail:	408-924-4795
Email:	Todd.Perreira@SJSU.edu
Office Hours:	W 2:15-3:45 PM and by appointment
Class Days/Time:	M 4:30 – 7:15 PM
Classroom:	Virtual (Live Zoom Sessions)

Canvas – Learning Management System

Course materials, assignments, and related class activities will be posted to Canvas.

Course Description

Readings, discussions, and individual research projects relating to an interdisciplinary theme selected by the instructor. Prerequisite: Any 100W course. (*SJSU Catalog*) As a capstone course, the overall objective is to cultivate and hone your research, writing, and presentation skills to the level of a competent in-coming graduate student through the development of a multifaceted research project that constitutes a culminating academic and intellectual experience.

Seminar Theme

The interdisciplinary theme of our seminar is **Beyond Dangerous Stereotypes: Reshaping Cultural Practices and Social Preferences Toward an Identity Safe America**. We'll explore a growing body of research in the humanities and social sciences that finds we may not always be the objective, rational, good people we fancy ourselves to be. We'll examine the dynamics of stereotype threat, identity contingencies, imposter syndrome, critical mass, over-efforting, implicit bias, white privilege, unintentional prejudice, and unconscious discrimination based on race, ethnicity, gender, age, sexual orientation, religion, ableism, or personal appearance across a variety of social and cultural institutions (families, neighborhoods, governance, education, media, justice, economics, and politics). The primary goal of our seminar is to help you develop a **solution-driven research project** that identifies, analyzes, and critiques dangerous stereotypes and offers new possibilities for reshaping cultural practices and 'de-biasing' social preferences. Understanding how this intersects with your own life and vocational journey is essential and of central importance to the overall success of the project.

COURSE GOALS AND STUDENT LEARNING OBJECTIVES

Learning Outcome 1: Students will develop an understanding of identity contingencies, stereotype threat, implicit or unconscious bias, prejudice, discrimination, and practices of 'othering';

Learning Outcome 2: Students will understand the process of developing expert knowledge, including bibliographic knowledge, in a particular area of study;

Learning Outcome 3: Students will be able to deliberate and discuss with others important controversies surrounding bias, stereotyping, and practices of othering;

Learning Outcome 4: Students will be able to create a project that develops and defends a new point of view (i.e., a thesis, major claim, or main argument) in a chosen area of social or cultural studies concerned with hidden biases, stereotyping, and practices of othering that advances a clear solution;

Learning Outcome 5: Students will integrate the results of their advanced study of bias and stereotyping into their reflections on the nature of their college career and personal intellectual development.

Learning Outcome 6: Students will demonstrate an ability to successfully manage their time while working independently and in groups.

Required Texts

It is your responsibility to acquire these online, through libraries, or purchase.

1. Banaji, Mahzarin R and Anthony G. Greenwald. 2016. *Blindspot: Hidden Biases of Good People*. New York: Bantam Books.
2. Diangelo, Robin. 2018. *White Fragility: Why It's So Hard for White People to Talk About Racism*. Boston: Beacon Press.
3. Steele, Claude. 2010. *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do*. New York and London: W. W. Norton & Company.
4. Self-select one text from list attached.

Strongly Recommended

5. Turabian, Kate L. 2019. *Student's Guide to Writing Collage Papers*, 5th ed., Chicago and London: The University of Chicago Press.

Any supplemental readings will be posted on Canvas and/or distributed in class.

Library Liaison

Silke Higgins, Humanities Librarian, King Library <https://libguides.sjsu.edu/humanities>
Email contact: silke.higgins@sjsu.edu

Course Requirements

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in University Policy S12-3 at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

Classroom Protocol

Because this is an online seminar it is expected that when you log onto class you will give the instructor, your peers, and the material your undivided attention. Since this class is on Zoom, you are encouraged to keep your video on so that you can be seen, particularly during group and class discussions. Your mic should be muted until you need to speak. Ensure that the background visible from your webcam is suitable for a professional setting. Please strive to ensure that distractions in your environment are kept to a minimum. If you need to take a break, leave the video on and mute the mic. Text the instructor that you are leaving and when you will return. Do not engage in any behavior that will detract from a positive learning environment for other students. To develop a collegial working environment, students may address me as “Prof. Perreira” or simply as “professor.”

Assignments

Participation in seminar discussions covering reading assignments is an essential part of the course. Quickwrites, response papers, development of research topic and thesis, book review (see attached hand-out on Weekly Book Reviews), group activity, research workshops, poster session, draft and final research paper are required. Paper and poster session requirements are covered in assignment postings on Canvas. *More guidelines on grading information, attendance, and participation can be found from the following university policy documents:*

- [University Syllabus Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>)
- [University policy F15-12](http://www.sjsu.edu/senate/docs/F15-12.pdf) (<http://www.sjsu.edu/senate/docs/F15-12.pdf>)

Determination of Grades

	Up to
1. Quickwrites (covering specific topics from readings and course content)	50 pts
2. Response papers, Developing a Research Topic and Thesis, Book Review	100 pts
3. Group activity, class participation, research workshops	100 pts
4. Poster Session – Mock and Final	100 pts
5. Research essay	200 pts
Thesis formation – revisions acceptable	
Annotated bibliography	
Detailed outline	
Rough draft – revisions acceptable	
Oral Presentation (draft workshop)	
Final Essay (13-15 <u>compositional</u> pages excluding title page, notes, & bib)	

COURSE GRADE

550 pts

A 94-100%, A minus 90-93, B plus 87-89, B 84-86, B minus 80-83, C plus 77-79, C 74-76, C minus 70-73, D plus 67-69, D 64-66, D minus 60-63, F 0-59.

Rubrics for assignments 4 & 5 will be distributed on Canvas later in the semester. Assignments 1-3 above will be graded on a number system ranging from 1 to 4. The numbers signify the following:

- 4: **Mastered standard** – The student can apply a certain skill or concept independently and correctly, showing a higher level of thinking. (Grade scale equivalent: 94-100%)

- 3: **Meets standard** – The student understands the skill or concept and shows a clear thought process. (Grade scale equivalent: 78-93%)
- 2: **In progress** – The student cannot completely apply the skill or concept on her/his own, but has some understanding. (Grade scale equivalent: 60-77%)
- 1: **Does not meet standard** – The student has demonstrated little to no understanding of the skill or concept. (Grade scale equivalent: 1-59%)
- 0: **Unable to assess** – The student did not submit work for evaluation or submitted work that was unacceptable. (Grade scale equivalent: 0%)

Grade Scale and Percentage Equivalent

- 4.0 = 100%
- 3.5 = 95%
- 3.0 = 90%
- 2.5 = 80%
- 2.0 = 70%
- 1.5 = 65%
- 1.0 = 1-59%
- Below 1.0 = 0%

UNIVERSITY POLICIES

The Office of Graduate and Undergraduate Programs maintains university-wide policy information relevant to all courses, such as academic integrity, accommodation, etc. You may find all syllabus related University Policies and resources information listed on GUP's Syllabus Information web page at <http://www.sjsu.edu/gup/syllabusinfo/>

CLASS SCHEDULE: Lecture Topics and Assigned Readings

You are expected to complete each reading assignment *prior* to the stated date and participate in all sessions. This schedule is subject to change at instructor's discretion.

Week	Date	Topics, Readings, Assignments, Deadlines
1	08/24	Course Introduction Assignment: Review Course Syllabus
2	08/31	<i>Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do</i> Read & Discuss: Chs. 1-6 and
3	09/07	Labor Day – No Class Meeting
4	09/14	<i>Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do</i> Read & Discuss: Chs. 7-11
5	09/21	<i>Blindspot: Hidden Biases of Good People</i> Read & Discuss: Chs. 1-6
6	09/28	<i>Blindspot Hidden Biases of Good People</i> Read & Discuss: Chs. 7-8 and Appendix 1 & 2
7	10/05	<i>White Fragility</i> Read & Discuss: Intro & Chs. 1-5; Kendi's "My Racist Introduction"; and Turabian, Chs. 1-2

Week	Date	Topics, Readings, Assignments, Deadlines
8	10/12	White Fragility Read & Discuss: Chs. 6-12 and Turabian, Chs. 3-4 DUE: THREE POTENTIAL RESEARCH TOPICS & QUESTIONS
9	10/19	Book Reports Read & Discuss: Supplemental Reading and Turabian, Chs. 5-6 Oral Book Report: Students whose last name begins with A-L DUE: REVISION OF POTENTIAL RESEARCH TOPICS & QUESTIONS
10	10/26	Book Reports Read: Supplemental Reading and Turabian, Chs. 7-8 Oral Book Report: Students whose last name begins with M-Z DUE: FINAL RESEARCH PROPOSAL
11	11/02	Research Workshops Read: Turabian, Ch. 9-10 DUE: ANNOTATED BIBLIOGRAPHY
12	11/09	Research Workshops Read: Turabian, Ch. 11-14 DUE: WORKING BIBLIOGRAPHY AND OUTLINE
13	11/16	Poster Session Preparation & Oral Presentations Read: Turabian, Ch. 15, 17-18 DUE: Working Draft of Paper
14	11/23	Poster Session Practice & Oral Presentations DUE: Poster Presentation Video
15	11/30	OPEN REVIEW OF PAPER DRAFT A sign-up sheet will be posted via Canvas Collaborations
16	12/07	SURVEY and FINAL REFLECTIONS DUE: Final Paper Draft by 11:59 PM
16	12/09	FINAL EXAM (WED) 2:45-5:00 PM